TABLE I. Average Numbers of Courses Taken by Applicants for the Biology Program at the University of North Carolina Institutes.

Field	Biology Teachers		General Science Teachers	
	Summer	Year	Summer	Year
Biology	7.1	7.7	4.7	7.8
Botany	(1.8)	(2.0)	(1.2)	(2.5)
Zoology	(3.5)	(3.5)	(2.1)	(3.4)
General	(1.8)	(2.2)	(1.4)	(1.9)
Chemistry	2.2	——	1.8	——
Physics	1.2	——	1.0	——
Total Science	10.5	——	7.5	——
Education	10.0	——	11.4	——

TABLE II. Per Cent of Academic Year Institute Applicants Reading Various Scientific Periodicals.

Scientific American	15
Science Teacher	15
Science News Letter	13
Nature Magazine	7
American Biology Teacher	7
School Science and Mathematics	7
Science Digest	5
Journal of the American Medical Assoc.	3
Science	2
Biology Research Journals	2
Miscellaneous scientific or semi-scientific periodicals read by less than 2% each	24

teachers who seemed capable of doing good quality work but who were deficient in knowledge of the subjects they were teaching. Preference was generally given to those who had been teaching at least three years but who still had a substantial portion of their career ahead of them. Despite the difficulty of judging capability from the data available, and though most participants proved to have even less biological knowledge than would be presumed from their course backgrounds, the great majority have been eager and hard working students and their rate of progress has been exceptional. There seems to be little doubt but that the NSF Institute Program is contributing greatly to the subject matter competence of secondary school science teachers.

PREHISTORIC MEN, Robert J. Braidwood, 187 pp., $1.25, Chicago Natural History Museum, Chicago, Ill., 1957.

The changing world of the prehistoric man, the men themselves, the beginnings of culture, the early moderns, the first revolution, the conquest of civilization and the end of prehistory—all are presented in a pleasing manner.

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Compiled by John D. Woolever
Riverview High School, Sarasota, Florida

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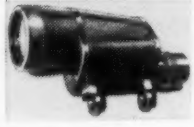

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